

# Teachers' Perception Towards Vocational Education Status, Standing and Challenges

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## Abstract

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*Vocational Education is the core of any educational system in the world. The present study investigates the perception of vocational education teachers towards vocational education. This study was conducted by adopting the survey research method. A total of 250 vocational education teachers working in Government and CBSE mode were surveyed randomly with the help of a self-made questionnaire. Statistical analysis involved percentages and chi-square. Results indicated that most vocational education teachers perceive that the current status of vocational education in India is satisfactory. Yet, there is a lack of coordination among the government and different regulatory bodies. The findings contribute to the discussion and reform in the quality of vocational education in the country, specifically to increase the number of students opting for vocational education and bridging the gap between theory and practical.*

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## INTRODUCTION

Lately, Vocational Education has gained momentum across the globe. Competence-based education is an essential consideration in recent educational reforms in various countries like Australia (Smith, 2010). Vocational Education prepares students better for the

specific craft and career, identifies their competencies and enhances them. It tries to bridge the gap between school and college education and the workplace's environment (Brockmann *et al.*, 2008). The need for vocational and competence-based education was felt because it was observed that pass out students

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had sufficient knowledge for a particular job, but they lacked skills and attitude for the same (Biemans, et al., 2004). Vocational Education assists students in being skilled and, in turn, provides better employment opportunities. The importance of vocational education is increasing with each passing day, since the working world is expecting to recruit those individuals who already have the required skills for the job (Kaushik, 2014).

Vocational Education strengthens any country's employment and its economy (Kaushik, 2014). Sustainable Development Goals (SDGs) 2030 has 17 goals, and among them, SDG 4 is dedicated to quality education. It favours providing affordable technical, vocational and higher education to a number of skilled people. Indian education system recognises the role and importance of vocational education. It offers both full time and part time courses in vocational education.

In vocational and skill based education, it is essential to mention *nai taleem* or basic *shiksha yojana*, as proposed by Mahatma Gandhi in 1937 (Chitra and Sugra, 2009). The Government of India established the National Council for Vocational Training in the year 1956. There is a buzz of skill based education across the country off late. Different vocational education organisations offer various programmes and courses for the students. Competence and skill based vocational education

has been trending all over the world (Achtenhagen and Winther 2014; Biemans, et al., 2004).

Despite the momentum and buzz, it is heard that students do not have the necessary skills for the working world. The 12th five-year plan estimates that less than 5 per cent of the Indian workforce of 19–24 age group received formal education (MHRD, 2020).

Similarly, various other challenges are also faced by vocational education. Vocational education teachers are the core strength of the system. Hence, it is essential to understand the status of vocational education from vocational education teachers' point of view. Researchers have consulted various studies in vocational education and found that there were only ten studies that put forward teachers' perceptions. Thus, a need is felt to conduct such a study to bridge this gap. Vocational Education is an important variable that needs to be explored, especially from the perspective of its stakeholders, and teachers that are one of the major stakeholders in education. The present study attempts to understand the status of vocational education in India from the point of view of vocational education teachers.

### **OBJECTIVE OF THE STUDY**

The objective of the present study is to assess the perception of vocational education teachers towards vocational education.

## RESEARCH QUESTION

What is the perception of vocational education teachers towards vocational education?

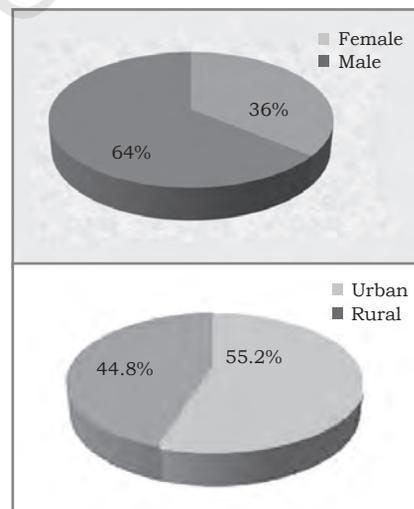
## METHODOLOGY AND RESEARCH DESIGN

The current study is descriptive and the researchers have used quantitative data. The selection of sample was based on the objective and focus of the study and consequently vocational education teachers from all over the country were selected randomly. Since, the data was collected during the Covid-19 pandemic, researchers had to opt for the online mode of data collection. Online mode provides the opportunity to get versatile data in less time than offline mode. Hence, teachers' vocational education across the country were included in the sample. Researchers constructed a 5 point scale to assess the perception

of vocational education teachers towards vocational education. For the construction of the scale, researchers reviewed the literature accordingly. Some online tests were also consulted, and then initially, 30 statements were framed. The scale was then sent to a few experts in the field. Their suggestions were incorporated into the scale, and finally, 16 statements were chosen in the final draft of the scale. Face and content validity were established for the scale. The questionnaire was then sent to 300 vocational education teachers (working in government and CBSE mode) through a Google form all over the country. 250 teachers responded to the form, and their records were retained, which constituted the final data for the present study. Descriptive and inferential statistical techniques, including percentage and chi-square, were applied to assess the data.

**Table 1**  
**Respondents' Profile**

<b>Gender-wise distribution</b>		
Gender	Frequency	Percentage
Female	90	36
Male	160	64
Total	250	100
<b>Area-wise distribution</b>		
Area	Frequency	Percentage
Urban	138	55.2
Rural	112	44.8
Total	250	100



*Fig. 1: Gender and Area-wise Distribution of Sample*

Table 1 displays the profile of respondents based on gender and area. It can be seen from Table 1 and Figure 1 that 36 per cent of vocational education teachers were female and 64 per cent of teachers were male. Similarly, 55.2 per cent of vocational education teachers were from urban areas, and 44.8 per cent of vocational education teachers were from rural areas.

**RESULTS AND INTERPRETATIONS OF DATA**

Table 2 provides the details of chi-square test for the opinion— 'Current Status of Vocational Education in India is Satisfactory'.  $f_o$  represents the number of observed frequencies, and

$f_e$  represents the number of expected frequencies. The calculated value of Chi-square with 4 df for this statement was 62.32, which is greater than the critical value (13.28), and hence, it is significant at 0.01 level of significance. This difference is due to the highest frequencies of 'Agree' (A) and the lowest frequencies that belonged to 'Strongly Disagree' (SD). Figure 2 also denotes that 34 per cent of vocational education teachers agreed to the statement, and only 3.60 per cent of teachers disagreed with the statement.

Thus, it can be inferred from Table 2 and Figure 2 that most vocational education teachers believed that vocational education in India is satisfactory.

**Table 2**  
**Frequency and Chi-Square for Statement 1**

Statement 1	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$X^2$
The current status of vocational education in India is satisfactory	250	SA	51	50	0.02	62.32
		A	87	50	27.38	
		N	46	50	0.32	
		D	57	50	0.98	
		SD	9	50	33.62	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

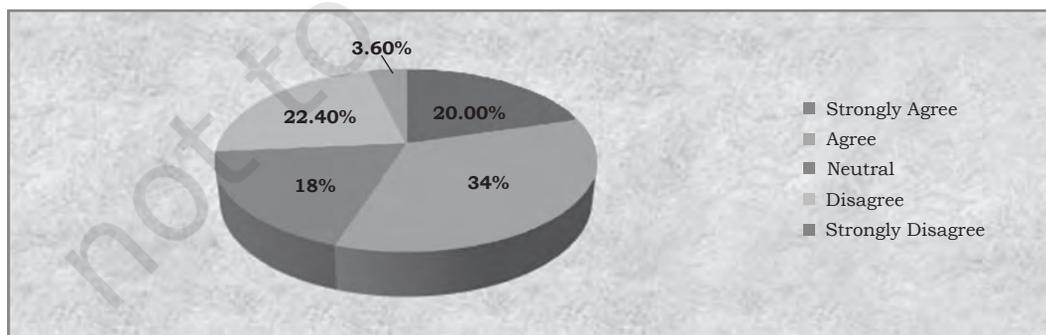
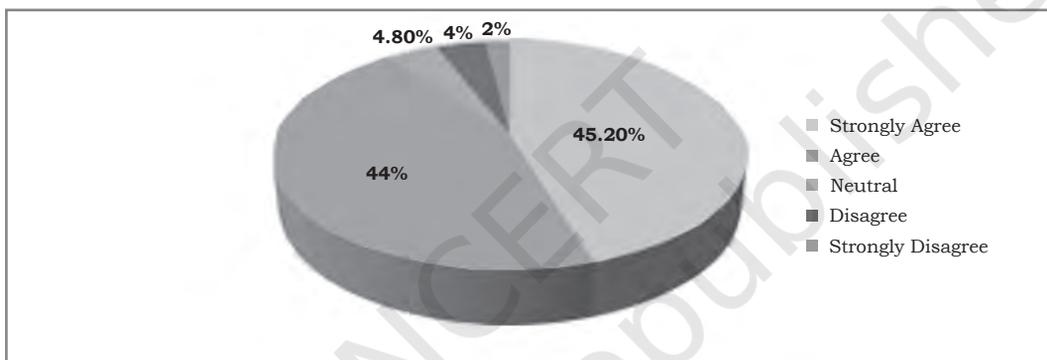


Fig. 2: Graphical Representation for Statement 1

**Table 3**  
**Frequency and Chi-Square for Statement 2**

Statement 2	N	Opinions	f <sub>o</sub>	f <sub>e</sub>	(f <sub>o</sub> -f <sub>e</sub> ) <sup>2</sup> / f <sub>e</sub>	X <sup>2</sup>
Teachers are well qualified and trained to impart vocational educational to the students	250	SA	113	50	79.38	252.76
		A	110	50	72.00	
		N	12	50	28.88	
		D	10	50	32.00	
		SD	5	50	40.50	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						



*Fig. 3: Graphical Representation for Statement 2*

Table 3 highlights the details of the chi-square test for the opinion— ‘Teachers are well qualified and trained to impart vocational educational to the students’. The calculated value for Chi-square with 4 df for this statement was 252.76. This value is greater than the critical value (13.28), and it is significant at the 0.01 level. This difference can be attributed to the highest frequencies of ‘Agree’ and ‘Strongly Agree’. Figure 2 also represents that 45.2 per cent vocational education teachers agreed with the statement,

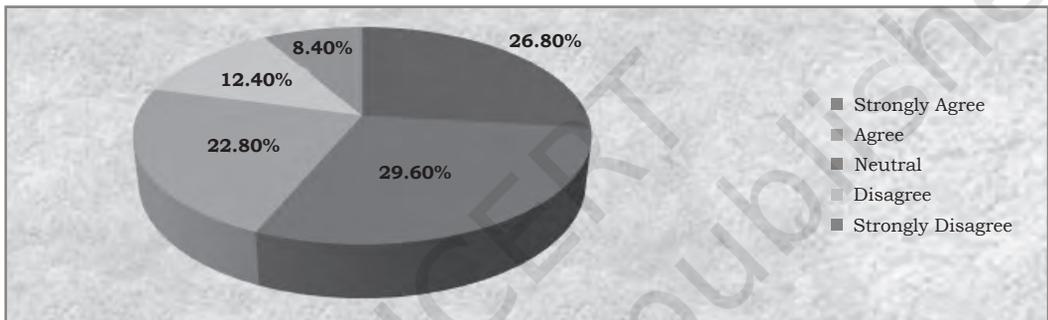
and 44 per cent strongly agreed with the statement.

Therefore, it can be inferred from Table 3 and Figure 3 that most vocational education teachers believed that teachers are well qualified to impart vocational education to the students.

Details of the chi-square test for Statement 3, i.e., ‘Schools are well equipped and furnished to impart vocational educational to the students’ are given in Table 4. The calculated value of Chi-square with 4 df was 27.18. This value is

**Table 4**  
**Frequency and Chi-Square for Statement 3**

Statement 3	N	Opinions	f <sub>o</sub>	f <sub>e</sub>	(f <sub>o</sub> -f <sub>e</sub> ) <sup>2</sup> / f <sub>e</sub>	X <sup>2</sup>
Schools are well equipped and furnished to impart vocational education to the students	250	SA	67	50	5.78	27.18
		A	74	50	11.52	
		N	57	50	0.98	
		D	31	50	7.22	
		SD	21	50	1.68	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						



*Fig. 4: Graphical Representation for Statement 3*

greater than the critical value (13.28) and is significant at the 0.01 level. This difference can be attributed to the highest frequencies, which belonged to 'Agree'. It is evident from Figure 4 that 29.60 per cent of vocational education teachers agreed to the statement, and 26.80 per cent of teachers gave neutral response to the statement.

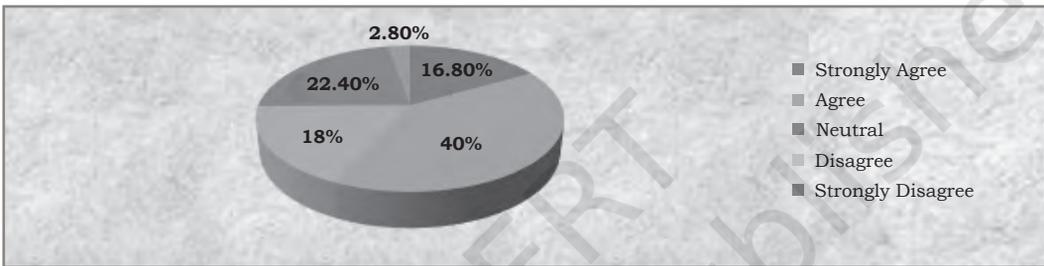
It can be concluded, based on results given in Table 4 and Figure 4, that the majority of vocational education teachers believed that

schools are well equipped to impart vocational education to students.

Results of chi-square test for the opinion— 'There is a gap in theory and practice about vocational education' are presented in Table 5. It is evident from Table 5 that the calculated value of chi-square was 89.48 for this statement, and it was significant at a 0.01 level of significance. This difference is due to the highest frequencies of 'Agree.' Figure 5 also depicts that 40 per cent of the participants agreed to the statement.

**Table 5**  
**Frequency and Chi-Square for Statement 4**

Statement 4	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$\chi^2$
There is a gap in theory and practical in relation to vocational education	250	SA	42	50	1.28	89.48
		A	100	50	50	
		N	45	50	0.5	
		D	56	50	0.72	
		SD	07	50	36.98	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						



*Fig. 5: Graphical Representation for Statement 4*

Therefore, based on the results given in Table 5 and Figure 5, we can infer that most vocational education teachers perceive a gap in practical and theory in relation to vocational education.

Details of results of the chi-square test for Statement 5, i.e., 'Present curriculum including textbooks are not relevant and updated according to the current needs in the employment sectors', are presented in Table 6. Table 6 shows that the calculated value of chi-square for this statement with 4 df was 51.04, more significant than the critical value (13.28). This value is significant at a 0.01 level of significance. The difference can be attributed to the highest frequencies of 'Agree.' Figure 6 displays that 36 per cent of the participants agreed to the statement.

Therefore, based on the results given in Table 6 and Figure 6, we can infer that most vocational education teachers perceive that the present curriculum, including textbooks, is not relevant and updated according to the current needs in the employment sector.

Results of chi-square analysis for opinion 'There is a lack of professional teachers in vocational education' are displayed in Table 7. The calculated value of chi-square with 4 df was 62.96. This value is greater than the critical value, and it is significant at a 0.01 level of significance. The difference that occurs can be attributed to the highest frequencies of 'Disagree' response. Figure 7 also depicts that 39.20 per cent of the respondents disagreed with the statement.

**Table 6**  
**Frequency and Chi-Square for Statement 5**

Statement 5	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$X^2$
Present curriculum, including textbooks, is not relevant and updated according to the current needs in the employment sectors	250	SA	30	50	8	51.04
		A	90	50	32	
		N	34	50	5.12	
		D	60	50	2	
		SD	36	50	3.92	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

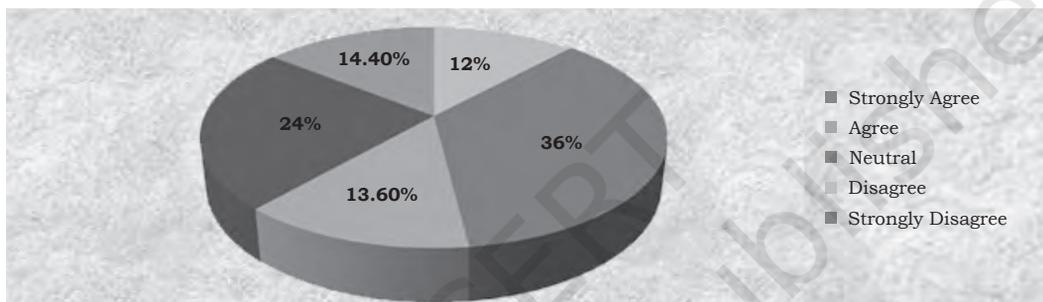


Fig. 6: Graphical Representation for Statement 5

**Table 7**  
**Frequency and Chi-Square for Statement 6**

Statement 6	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$X^2$
There is a lack of professional teachers in vocational education	250	SA	31	50	7.22	62.96
		A	51	50	0.02	
		N	39	50	2.42	
		D	98	50	46.08	
		SD	31	50	7.22	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

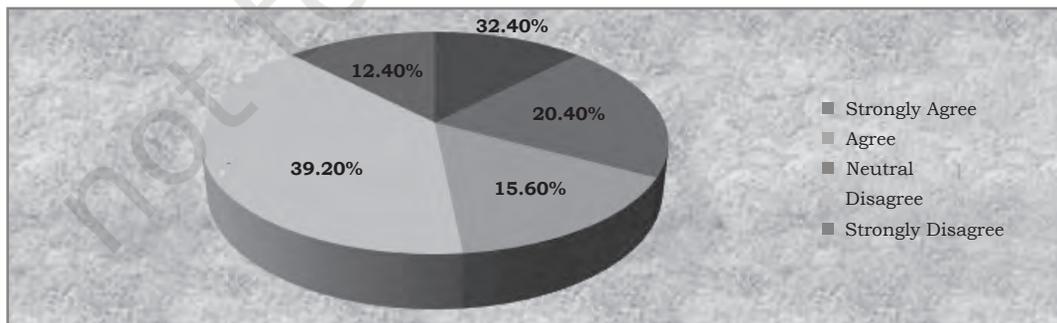


Fig. 7: Graphical Representation for Statement 6

Hence, based on the results displayed in Table 7 and Figure 7, we can infer that most vocational education teachers perceive that there is no lack of professional teachers in vocational education.

Details of chi-square test results for the opinion—‘Students prefer vocational education over traditional education’ are given in Table 8. The calculated value of chi-square with 4 df was 156.92. This value is greater than the critical value (13.28), and it is significant at 0.01 level of significance. The difference which occurs can be attributed to the highest frequencies of ‘Agree’ response. Figure 8 also displays

that 45.60 per cent of teachers agreed with the statement.

Thus, it can be inferred that majority of the vocational education teachers perceive that students prefer vocational education over traditional education.

Details of results of chi-square analysis for Statement 8 are presented in Table 9. Statement 8 states, ‘There are common (uniform) programmes of vocational education running all over the country’. The calculated value of chi-square with 4 df was 115.56. This value is greater than the critical value (13.28), and it is significant at 0.01 level of significance. The difference

**Table 8**  
**Frequency and Chi-Square for Statement 7**

Statement 7	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$X^2$
Students prefer vocational education over traditional education	250	SA	75	50	12.50	156.92
		A	114	50	81.92	
		N	22	50	15.68	
		D	35	50	4.5	
		SD	4	50	42.32	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

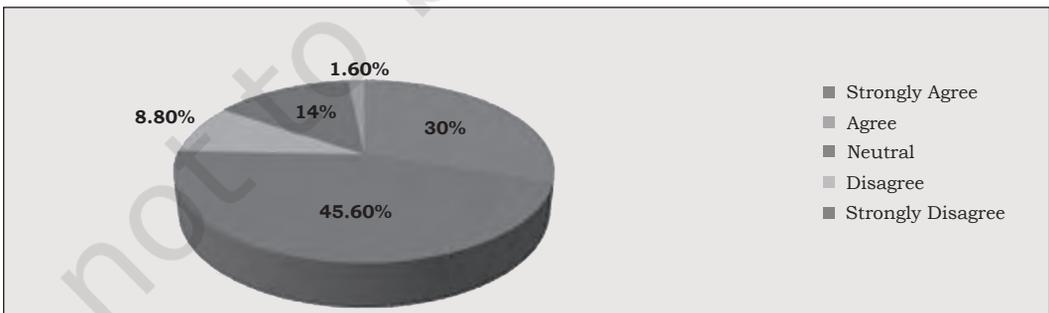
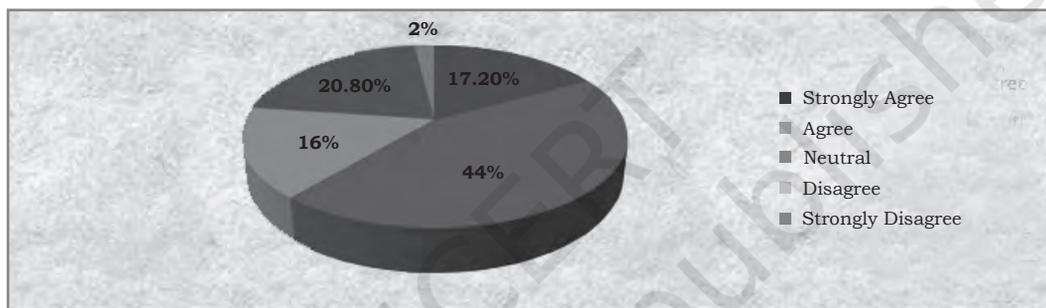


Fig. 8: Graphical Representation for Statement 7

**Table 9**  
**Frequency and Chi-Square for Statement 8**

Statement 8	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$\chi^2$
There are familiar (uniform) programmes of vocational education running all over the country	250	SA	43	50	0.98	115.56
		A	110	50	72.00	
		N	40	50	2.00	
		D	52	50	0.08	
		SD	5	50	40.5	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						



*Fig. 9: Graphical Representation for Statement 8*

can be attributed to the highest frequencies of 'Agree' response. Figure 9 also depicts that 44 per cent of the respondents agreed with the statement.

Hence, based on the results displayed in Table 9 and Figure 9, we can infer that most vocational education teachers perceive that there are common (uniform) programmes for vocational education running all over the country.

Table 10 highlights the details of chi-square analysis for Statement 9, i.e., 'Vocational education in India is preparing the students well for the working world'. The calculated value

of Chi-square was 157.72. This value is greater than the table value (13.28), and it is significant at 0.01 level of significance. The difference can be attributed to the highest frequencies of 'Agree' and 'Strongly Agree' responses. Figure 10 also displays that 40 per cent vocational education teachers agreed with the statement, and 38 per cent of them strongly agreed with the statement.

Therefore, it can be inferred from Table 3 and Figure 3 that most vocational education teachers thought that vocational education in India is preparing the students well for the working world.

**Table 10**  
**Frequency and Chi-Square for Statement 9**

Statement 9	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$\chi^2$
Vocational education in India is preparing the students well for the working world	250	SA	95	50	40.50	157.72
		A	100	50	50.00	
		N	26	50	11.52	
		D	26	50	11.52	
		SD	3	50	44.18	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

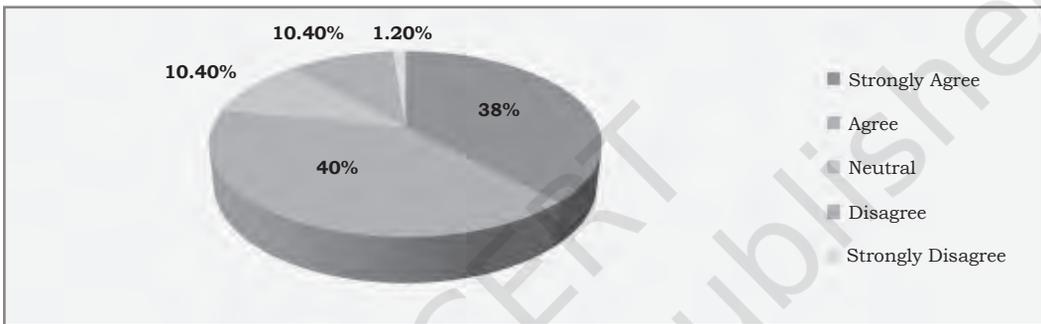


Fig. 10: Graphical Representation for Statement 9

Details of chi-square test results for the opinion—‘vocational education teachers are satisfied with their salary’ are given in Table 11. Table 11 shows that the calculated value of chi was found to be 149.84. This value is greater than the critical value (13.28), and it is significant at 0.01 level of significance. The difference can be attributed to the maximum frequencies of ‘Strongly Disagree’ and ‘Disagree’. Figure 11 also displays that 48.40 per cent of the vocational education teachers strongly disagreed with the statement.

Therefore, based on the results given in Table 11 and displayed in Figure 11, we can infer that most of the vocational education teachers

believe that they are not satisfied with their salaries.

Table 12 shows the details of the chi-square test for the opinion—‘Vocational education programmes are creating enough employment opportunities for the students. The calculated value of Chi-square was 129.64. This value is greater than the critical value, and it is significant at 0.01 level of significance. The difference can be attributed to the highest frequencies of ‘Agree’ and ‘Strongly Agree’ responses. Figure 12 displays that 44 per cent of vocational education teachers agreed with the statement, and 28 per cent

**Table 11**  
**Frequency and Chi-Square for Statement 10**

Statement 10	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$X^2$
Vocational education teachers are satisfied with their salaries	250	SA	11	50	30.42	149.84
		A	42	50	1.28	
		N	21	50	16.82	
		D	55	50	0.5	
		SD	121	50	100.82	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

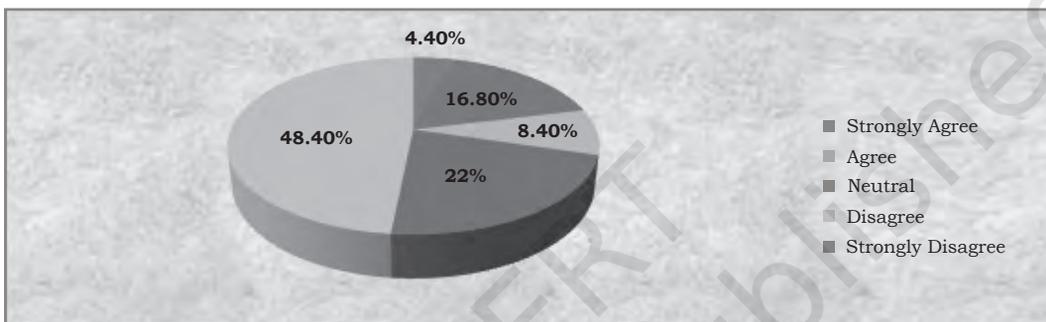


Fig. 11: Graphical Representation for Statement 10

**Table 12**  
**Frequency and Chi-Square for Statement 11**

Statement 11	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$X^2$
Vocational education programmes are creating enough employment opportunities for the students	250	SA	70	50	8	129.64
		A	110	50	72	
		N	35	50	4.5	
		D	26	50	11.52	
		SD	9	50	33.62	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

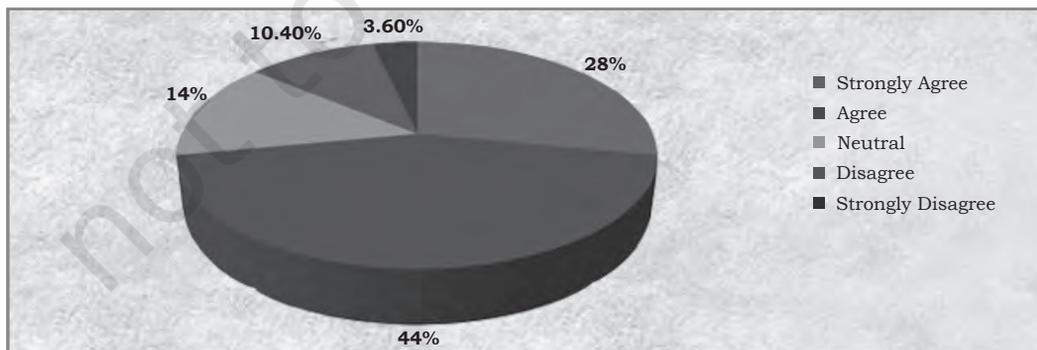


Fig. 12: Graphical Representation for Statement 11

of teachers strongly agreed with the statement.

Therefore, it can be inferred from Table 12 and Figure 12 that most vocational education teachers believe that vocational education programmes are creating enough employment opportunities for the students.

Results of analysis of Chi-square for Statement 12 are given in Table 13. Statement 12 states—‘there is sufficient funding from the government to improve the quality of vocational education in the country’. Value for Chi-square

at df 4 was found to be 59.88. This value is higher than the table value, and it is significant at 0.01 level of significance. This difference can be attributed to the highest frequencies of ‘Agree’ response. Figure 13 also displays that 35.20 per cent of vocational education teachers agreed to the statement.

Therefore, based on the results given in Table 13 and displayed in Figure 13, it can be said that the majority of vocational education teachers were of the opinion that there is sufficient funding from the

**Table 13**  
**Frequency and Chi-Square for Statement 12**

Statement 12	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$X^2$
There is sufficient funding from the government to improve the quality of vocational education in the country	250	SA	28	50	9.68	59.88
		A	88	50	28.88	
		N	35	50	4.50	
		D	70	50	8.00	
		SD	29	50	8.82	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

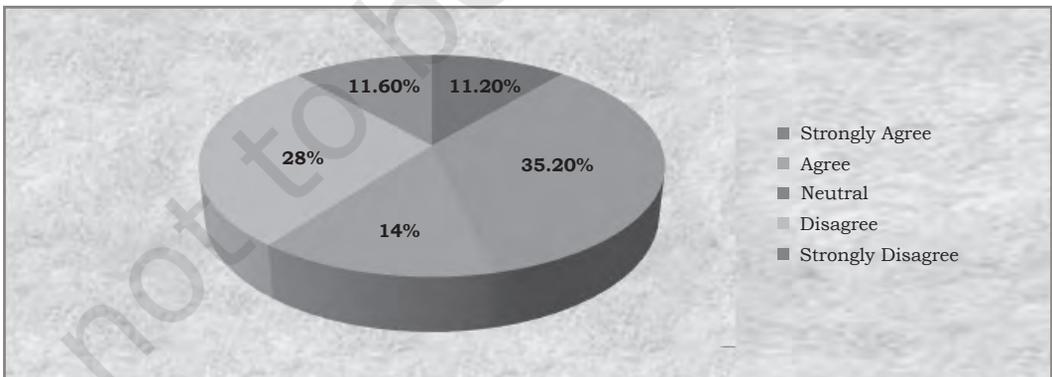


Fig. 13: Graphical Representation for Statement 12

government to improve the quality of vocational education in the country.

Results of analysis of Chi-square for statement 13 are presented in Table 14. Statement 13 states— 'Students with vocational education are getting good placements in different working sectors'. The value of chi-square for df 4 was calculated as 114.14. This value is greater than the critical value (13.28), and it is significant at 0.01 level of significance. This difference can be attributed to the highest frequencies of 'Agree' response. The same can be

seen from Figure 14; 44 per cent of teachers agreed with the statement.

Thus, it can be inferred that the majority of the teachers perceive that students with vocational education are getting good placements in working sectors.

For statement 14, the results of the Chi-square test are given in Table 15. Statement 14 states— 'There is a need to increase the number of pre-service and in-service training programmes for teachers to improve their vocational attitude'. Chi-square value for df 4 was calculated

**Table 14**  
**Frequency and Chi-Square for Statement 13**

Statement 13	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$X^2$
Students with vocational education are getting good placements in different working sectors	250	SA	49	50	0.02	114.14
		A	110	50	74.42	
		N	44	50	0.72	
		D	40	50	2.00	
		SD	7	50	36.98	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

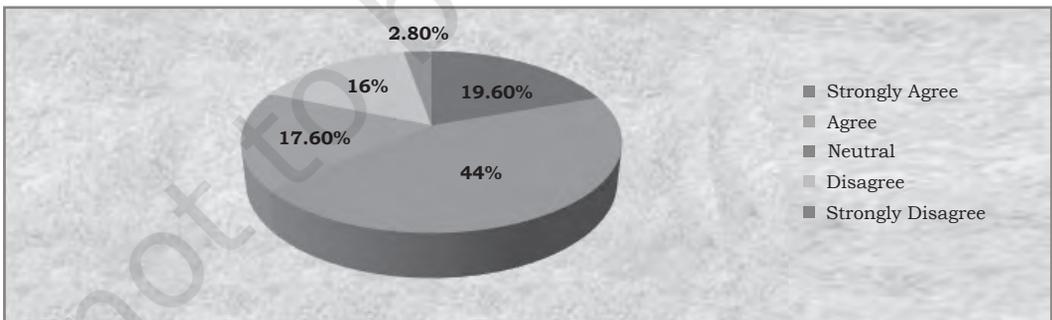


Fig. 14: Graphical Representation for Statement 13

as 218.84. This value is greater than the critical value (13.28), and it is significant at 0.01 level of significance. The difference is due to the highest frequencies belonging to 'Agree' response. Figure 15 also depicts that 48 per cent of teachers agreed with the statement.

Hence, it can be inferred that most teachers believe that there is a need to increase the number of pre-service and in-service training programmes

to improve the quality of Vocational Education.

Results of Chi-square analysis for Statement 15 are presented in Table 16. Statement 15 says— 'Students dropping out from vocational courses is due to the working world's lack of interest and scope'. The Chi-square value for df 4 was calculated as 126.48, greater than the critical value (13.28). This value is significant at 0.01 level of significance. The difference can be

**Table 15**  
**Chi-Square for Statement 14**

Statement 14	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$X^2$
There is a need to increase the number of pre-service and in-service training programmes for teachers to improve their vocational attitude	250	SA	90	50	32.00	218.84
		A	120	50	98.00	
		N	29	50	8.82	
		D	10	50	32.00	
		SD	1	50	48.02	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

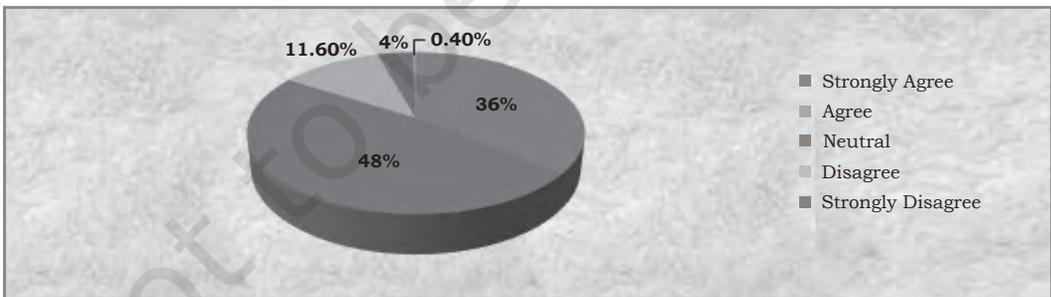


Fig. 15: Graphical Representation for Statement 14

attributed to the highest frequencies of 'Disagree' response. It can also be seen from Figure 16 that 44.40 per cent of participants disagreed with the statement.

Thus, it can be inferred from the results given in Table 16 and Figure 16 that majority of the vocational education teachers do not believe that students' dropping out from vocational courses is due to the lack of interest and scope in the working world.

Table 17 displays the Chi-square test results for Statement 16— 'There is a lack of coordination among government agencies and regulatory bodies regarding vocational education'. The calculated value of Chi-square with df 4 was 200.28, which is greater than the critical value (13.28). This value is significant at 0.01 level of significance. The difference that occurs can be attributed to the highest frequencies of 'Agree' response. The same is displayed

**Table 16**  
**Chi-Square for Statement 15**

Statement 15	N	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$\chi^2$
Students' dropping out from vocational courses is due to the working world's lack of interest and scope	250	SA	15	50	24.50	126.48
		A	65	50	4.50	
		N	42	50	1.28	
		D	111	50	74.42	
		SD	17	50	21.78	
Critical value at 0.01 level of significance—13.28						
Critical value at 0.05 level of significance—14.86						

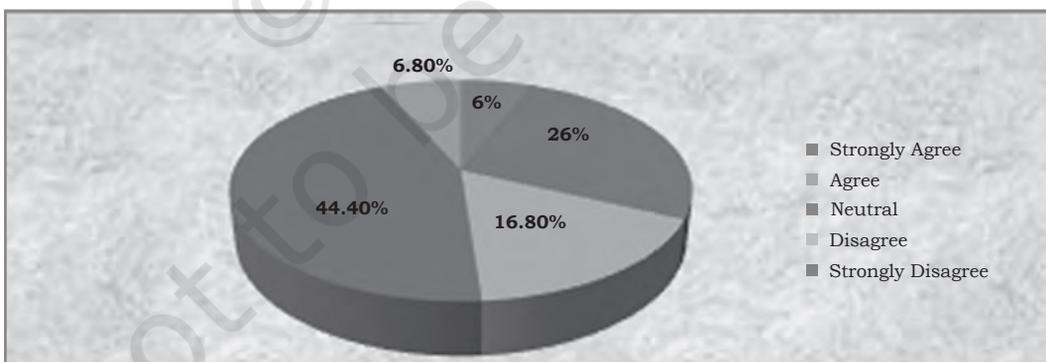
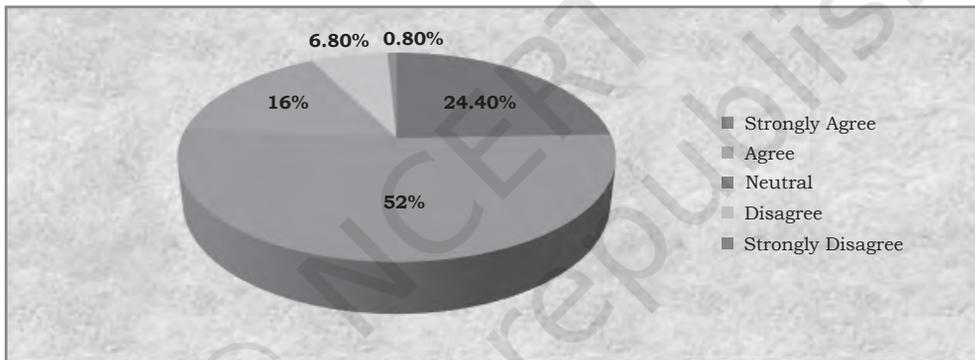


Fig. 16: Graphical Representation for Statement 15

**Table 17**  
**Chi Square for Statement 16**

Statement 16	Opinions	$f_o$	$f_e$	$(f_o - f_e)^2 / f_e$	$X^2$
There is a lack of coordination among government agencies and regulatory bodies regarding vocational education	S.A.	61	50	2.42	200.28
	A	130	50	128	
	N	40	50	2.00	
	D	17	50	21.78	
	SD	2	50	46.08	
Critical value at 0.01 level of significance—13.28					
Critical value at 0.05 level of significance—14.86					



*Fig. 17: Graphical Representation for Statement 16*

by Figure 17, which depicts that 52 per cent of participants agreed with the statement.

Thus, it can be inferred that the majority of vocational education teachers perceive that there is a lack of coordination among government agencies and regulatory bodies regarding vocational education.

**DISCUSSION AND CONCLUSION**

The present study was designed to assess the perception of vocational education teachers. Findings

of the study reveal that most vocational teachers are satisfied with the current status of vocational education and perceive that teachers and institutions are well equipped and trained to impart vocational education to the students. However, NEP 2020 mentions that only a few percentage of young people are getting vocational education. Results further disclose that teachers believe that there is a gap in theory and practical in relation to vocational

education. The existing curriculum is not updated according to the current needs of the world of work. These findings are in line and consistent with many studies. Kaushik (2014) highlighted the skill gap among the passouts. These findings also got support from the NEP 2020, where it is underlined that passout students of vocational education subjects lack a well-defined way of continuing their vocation to higher education in the same subject.

In addition, it was also found that teachers perceive that students prefer vocational education over traditional education. This finding is not consistent with the work conducted by Aarkrog (2020). He reported that over several years, fewer students have enrolled in vocational education. The need is, therefore, to strengthen vocational education to bring it into mainstream education. NEP 2020 has set the target that by 2025, at least 50 per cent of school and higher education students shall have exposure to vocational education.

Further, it was found that vocational education teachers are not satisfied with their salaries. Findings also disclose that funding from the government is sufficient, but there is a lack of coordination among the government and other regulatory bodies. Vocational Education teachers also feel the need to increase the number of pre-service and in-service training programmes to improve the quality of vocational education.

To conclude the present study, it can be said that vocational or

career education is one of the most important areas that need immediate attention. It helps an individual become skilled and secure good working opportunities. It also helps the nation have better-skilled individuals who perform their job with perfection, leading to the development of a nation (Kaushik, 2014, Smith, 2010). Schools are often negligent in providing students with career-related activities (Lim, 2009). Findings of the present study highlight various challenges faced by Vocational Education such as lack of coordination among different agencies, less payment to teachers and gap in theory and practical, etc.

Hence, Vocational Education is an issue of immediate concern as suggested by various policies, including *Nai Taleem* (1937), NEP 1986 and NEP 2020, etc. Vocational Education teachers should be paid better to feel motivated about their work. If an individual is motivated, they perform their duties better. A better communication link needs to be established among government and regulatory bodies to gain indepth understanding of the issues. The curriculum needs to be modified to match the demands of the working world. It is also required to increase the number of pre-service and in-service training programmes to improve vocational education quality. This will also help teachers in their continuous professional growth. According to the current needs, the curriculum should be updated to provide first-hand experience to the students about the working world.

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